

Robert E. Cashion Elementary

1500 Fork Shoals Road
Greenville, SC 29605

Grades	PK-5 Elementary School	
Enrollment	601 Students	
Principal	Shirley S. Chapman	864-355-8000
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Charles J. Saylor	864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	20	76	12	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	No
2004	Average	Unsatisfactory	No
2005	Average	Good	Yes
2006	Average	Below Average	No

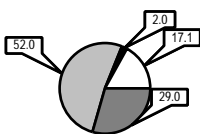
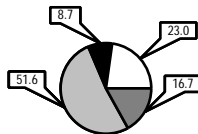
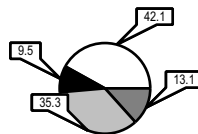
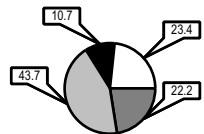
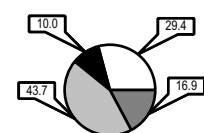
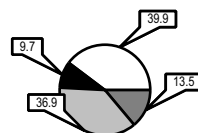
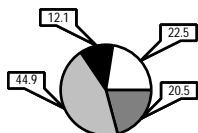
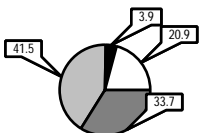
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

90.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	283	94.7	14.9	53.1	29.9	2.1	46.5	Yes	Yes
Gender									
Male	159	92.5	15.4	56.9	26.2	1.5	44.6	N/A	N/A
Female	124	97.6	14.4	48.6	34.2	2.7	48.6	N/A	N/A
Racial/Ethnic Group									
White	100	99.0	11.4	48.9	36.4	3.4	53.4	Yes	Yes
African American	155	92.3	16.4	59.4	22.7	1.6	38.3	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	24	91.7	23.8	38.1	38.1	0.0	57.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	217	100.0	11.1	52.5	33.8	2.5	52.5	N/A	N/A
Disabled	66	77.3	32.6	55.8	11.6	0.0	18.6	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	283	94.7	14.9	53.1	29.9	2.1	46.5	N/A	N/A
English Proficiency									
Limited English Proficient	21	100.0	19.0	42.9	38.1	0.0	57.1	I/S	I/S
Non-Limited English Proficient	262	94.3	14.5	54.1	29.1	2.3	45.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	172	91.9	18.2	56.6	23.8	1.4	39.9	Yes	Yes
Full-pay meals	111	99.1	10.2	48.0	38.8	3.1	56.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	282	95.7	19.9	53.5	17.4	9.1	41.1	Yes	Yes
Gender									
Male	159	94.3	17.7	51.5	18.5	12.3	49.2	N/A	N/A
Female	123	97.6	22.5	55.9	16.2	5.4	31.5	N/A	N/A
Racial/Ethnic Group									
White	99	99.0	19.3	47.7	20.5	12.5	51.1	Yes	Yes
African American	155	94.2	21.9	57.8	14.8	5.5	32.0	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	24	91.7	9.5	57.1	19.0	14.3	47.6	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	216	100.0	16.7	53.5	19.7	10.1	44.4	N/A	N/A
Disabled	66	81.8	34.9	53.5	7.0	4.7	25.6	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	282	95.7	19.9	53.5	17.4	9.1	41.1	N/A	N/A
English Proficiency									
Limited English Proficient	21	100.0	9.5	47.6	23.8	19.0	57.1	I/S	I/S
Non-Limited English Proficient	261	95.4	20.9	54.1	16.8	8.2	39.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	171	93.6	23.1	55.9	14.7	6.3	33.6	Yes	Yes
Full-pay meals	111	99.1	15.3	50.0	21.4	13.3	52.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	282	100.0	42.1	35.3	13.1	9.5	22.6
Gender							
Male	159	100.0	39.9	34.1	13.0	13.0	26.1
Female	123	100.0	44.7	36.8	13.2	5.3	18.4
Racial/Ethnic Group							
White	99	100.0	29.2	36.0	19.1	15.7	34.8
African American	155	100.0	52.9	33.8	8.1	5.1	13.2
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	30.4	43.5	17.4	8.7	26.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	216	100.0	36.4	36.9	15.7	11.1	26.8
Disabled	66	100.0	63.0	29.6	3.7	3.7	7.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	282	100.0	42.1	35.3	13.1	9.5	22.6
English Proficiency							
Limited English Proficient	21	100.0	19.0	47.6	14.3	19.0	33.3
Non-Limited English Proficient	261	100.0	44.2	34.2	13.0	8.7	21.6
Socio-Economic Status							
Subsidized meals	171	100.0	47.7	34.0	11.8	6.5	18.3
Full-pay meals	111	100.0	33.3	37.4	15.2	14.1	29.3

Social Studies							
All Students	282	100.0	23.4	43.7	22.2	10.7	32.9
Gender							
Male	159	100.0	23.2	39.9	25.4	11.6	37.0
Female	123	100.0	23.7	48.2	18.4	9.6	28.1
Racial/Ethnic Group							
White	99	100.0	15.7	47.2	27.0	10.1	37.1
African American	155	100.0	30.1	43.4	18.4	8.1	26.5
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	17.4	30.4	30.4	21.7	52.2
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	216	100.0	17.2	44.9	24.2	13.6	37.9
Disabled	66	100.0	46.3	38.9	14.8	0.0	14.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	282	100.0	23.4	43.7	22.2	10.7	32.9
English Proficiency							
Limited English Proficient	21	100.0	9.5	28.6	42.9	19.0	61.9
Non-Limited English Proficient	261	100.0	24.7	45.0	20.3	10.0	30.3
Socio-Economic Status							
Subsidized meals	171	100.0	27.5	45.8	18.3	8.5	26.8
Full-pay meals	111	100.0	17.2	40.4	28.3	14.1	42.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	84	98.8	14.3	41.6	37.7	6.5	44.2
	4	71	100.0	19.7	43.9	36.4	0.0	36.4
	5	80	100.0	25.3	54.7	20.0	0.0	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	101	93.1	8.3	41.7	46.4	3.6	50.0
	4	98	96.9	23.3	51.2	23.3	2.3	25.6
	5	84	94.0	12.7	69.0	18.3	0.0	18.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	84	100.0	9.0	66.7	15.4	9.0	24.4
	4	71	100.0	24.2	45.5	22.7	7.6	30.3
	5	80	100.0	24.0	54.7	14.7	6.7	21.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	101	93.1	13.1	48.8	23.8	14.3	38.1
	4	97	100.0	22.1	54.7	14.0	9.3	23.3
	5	84	94.0	25.4	57.7	14.1	2.8	16.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	84	100.0	48.7	34.6	10.3	6.4	16.7
	4	71	100.0	50.0	34.8	12.1	3.0	15.2
	5	80	100.0	50.7	32.0	8.0	9.3	17.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	101	100.0	35.2	37.4	16.5	11.0	27.5
	4	97	100.0	47.7	32.6	14.0	5.8	19.8
	5	84	100.0	44.0	36.0	8.0	12.0	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	84	100.0	17.9	55.1	16.7	10.3	26.9
	4	71	100.0	22.7	53.0	18.2	6.1	24.2
	5	80	100.0	46.7	36.0	10.7	6.7	17.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	101	100.0	18.7	37.4	33.0	11.0	44.0
	4	97	100.0	20.9	41.9	23.3	14.0	37.2
	5	84	100.0	32.0	53.3	8.0	6.7	14.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 601)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.6%	Down from 3.6%	3.2%	2.8%
Attendance rate	96.5%	Down from 96.6%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.0%	Down from 5.6%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	4.3%	Down from 5.1%	0.0%	0.0%
Eligible for gifted and talented	4.8%	Down from 7.1%	10.0%	10.4%
On academic plans	43.9%	N/AV	39.2%	33.6%
On academic probation	10.7%	N/AV	2.7%	1.0%
With disabilities other than speech	11.7%	Down from 12.1%	8.2%	7.5%
Older than usual for grade	0.5%	Up from 0.0%	0.9%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees	57.9%	No change	53.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	3.1%	Down from 3.4%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.5%	87.3%
Teacher attendance rate	95.3%	Down from 96.8%	94.8%	94.9%
Average teacher salary	\$41,392	Down 0.9%	\$42,390	\$42,485
Prof. development days/teacher	18.4 days	Up from 8.5 days	14.0 days	13.3 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 18.5 to 1	18.3 to 1	18.6 to 1
Prime instructional time	90.2%	Down from 92.2%	89.4%	89.7%
Dollars spent per pupil*	\$6,346	Up 41.8%	\$6,339	\$6,557
Percent of expenditures for teacher salaries*	65.3%	Up from 63.5%	63.8%	64.0%
Percent of expenditures for instruction*	69.8%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.8%	Down from 97.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Robert E. Cashion Elementary School is a beautiful new facility that opened its doors in August of 2003. The school owes its heritage and thanks for a strong foundation to one who lovingly and professionally served students of Greenville County for 40 years, Mr. Robert E. Cashion. The school is located in the Southern end of Greenville County on Fork Shoals Road across from Bonnie Brae Golf Course. The new facility serves students in four-year-old kindergarten through fifth grade. This year, the school received a Peer Review from the Council on Accreditation and School Improvement, Southern Association of Colleges and Schools. The review team rated the total school program as exemplary, and recommended the school's continued accreditation.

Since Robert E. Cashion Elementary opened as a new school with a newly formed student population, the 2003-04 standardized test scores established the baseline data for the school. The 2004-05 test scores affirmed that all students are achieving. The school's improvement rating moved from Unsatisfactory to Good. The school met AYP having met 19 of 19 objectives. The school was also awarded The Palmetto Silver Award, recognition by the State Department of Education for exceptional academic improvements. Although we are very proud of our accomplishments this year, we are continuing to do yearly needs assessments to determine the best ways to meet the academic needs of all our students. As a result of our needs assessment, we will be focusing on the following goals for the 2006-07 school year: using effective methods and instructional strategies that are research-based to strengthen the core academic program, and increase the amount and quality of learning time; providing high-quality and ongoing professional development for teachers that support best practices for teaching all academic subjects; and increasing parental and community involvement in the school.

The school staff, students, parents and community partners work consistently to convey a caring and nurturing atmosphere where positive social, emotional, physical and educational growth of students is apparent. It is the mission of school to provide our COMETS, and staff members are "Lighting the Way to Achievement and Dreams!"

Shirley S. Chapman, Principal
Jennifer Thompson, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	76	43
Percent satisfied with learning environment	97.6%	89.3%	74.4%
Percent satisfied with social and physical environment	95.1%	89.5%	92.9%
Percent satisfied with school-home relations	87.8%	93.3%	73.8%

*Only students at the highest elementary school grade level at this school and their parents were included.